State of Utah
Utah State Office of Education
Adult Education

Program Evaluation Instrument

Information Summary

Program Reviewed	
Date of Program Review	
Local Program Director	
Local Program Coordinator(s)	

Date of Last Review	
Name of Evaluator/s	

The Utah State Office of Education
Adult Education
250 East 500 South
Salt Lake City, Utah 84114-4200

Program Evaluation Instrument

Introduction

Overview of the Evaluation Instrument

The Instrument consists of 5 content areas or categories:

1. Administration
2. Curriculum and Instruction
3. Data Quality and Measurements
4. Student Indicators
5. Community Connections

Under each category, there are several components:

Content area or category	Components
1. Administration	A. Strategic Planning B. Daily Operations C. Assessment of Instructors D. Fiscal Indicators
2. Curriculum and Instruction	A. Quality of Curriculum B. Quality of Instruction C. Professional Development for Instructors D. Intensity and Duration
3. Data Quality and Measurements	A. Data Collection and Quality B. Student Retention C. Educational Gains D. Measurements
4. Student Indicators	A. Student Involvement/Leadership B. Student Evaluation of Services C. Student Services
5. Community Connections	A. Recruitment B. Partnerships C. Sharing of Resources D. Advisory Boards

Purpose
Recipients of state and/or federal funding in adult education are subject to compliance with the purpose and requirements of the grant. The purpose of the program review is to examine evidence as to compliance and determine areas for program improvement and/or technical assistance.

Each program reviewed will be evaluated on each component. The rubric provided will identify components as to strengths and areas for improvement.

Content Areas to Be Reviewed
Each content area will be reviewed. If there is <u>no evidence</u> of a process or written evidence that can validate that a component is in place, the evaluator/s will check the "No" box next to the component. Programs will have written recommendations and/or corrective action as a result.

If there is <u>evidence</u>, the evaluator/s will subjectively decide whether the area in question is **acceptable** or is **in progress** or **needs improvement**. It is important to note that there are variables that affect each of the content areas listed above and the persons reviewing the program site may ask questions to satisfy the area in question. The evaluator/s is requested to make comments as to commendations for the program and/or recommendations needed or corrective action on the comment page provided.

Programs will be notified with the results of the review and may include the possibility of a follow-up visit.

Evaluation Rubric
Each content area component will be investigated for evidence. Each component will also be reviewed for features; for example, the program may have a written plan with goals, objectives and activities, but may not be in accordance with the state policies and procedures. The evaluator/s will check <u>Yes/No</u> for evidence and whether the component is (1) acceptable (2) in progress or (3) needs improvement.

The Utah State Office of Education
The Utah State Office of Education will provide aid to programs needing technical assistance. Each evaluation will be reviewed at the state level. The evaluation will be used as a tool to give direct and immediate assistance to programs as a result of their individual evaluation report. The Utah State Office of Education will also review overall needs and plan professional development appropriately.

For more information contact:

Marty Kelly
Utah Adult Education Director
801-538-7824

Utah Adult Education Evaluation

1. Administration					
For each statement, the evaluator will indicate if the program has written evidence in place (yes/no). Based on the information received and the evidence, the evaluator will determine if it is acceptable, in progress, or needs improvement.	YES	NO	Acceptable	In Progress	Needs Improvement
A. Strategic Planning					
1. A written program plan exists and is in use.					
2. Program goals are realistic, understandable, measurable, and achievable.					
3. Program plan is reviewed and updated annually to meet client needs/expectations.					
4. Program targets (projections) as indicated in the approved application are reviewed and evaluated annually.					
B. Daily Operations					
1. Staff meetings are conducted regularly to enhance communications.					
2. Student/teacher advisory groups meet regularly to support program operations.					
3. Policy/process is in place for recruiting and hiring quality staff.					
C. Fiscal Indicators					
1. There is a printout/ledger from the business administrator displaying revenue and expenditures, which identifies funding streams and spending for adult education services.					
2. Written requests are made to the State Office if a budget item changes by 10% or more from approved federal budget line items. (Tab 7)					
3. Federal reimbursement requests are made at least quarterly. (Tab J and O)					
4. Financial audits are conducted annually. (Tab P)					
5. State funds left over at the end of the fiscal year are approved by USOE, identified and used for adult education. (Tab P Fiscal Procedures)					
6. Indirect cost charges are correct for federal and state dollars. (www.schools.utah.gov/finance/finance/indirect_cost/rates.htm)					
7. The director/coordinator and all other staff members' time allocated to Adult Education correlate and match federal and state budgets approved and on file with the Utah State Office of Education.					

Utah Adult Education Evaluation

Commendations:

Recommendations and/or Corrective Action:

Utah Adult Education Evaluation

2. Curriculum and Instruction					
For each statement, the evaluator will indicate if the program has written evidence in place (yes/no). Based on the information received and the evidence, the evaluator will determine if it is acceptable, in progress, or needs improvement.	YES	NO	Acceptable	In Progress	Needs Improvement
A. Quality of Curriculum					
1. There is a curriculum for ABE, ESOL, GED and AHSC (as applicable).					
2. Curriculum is special-needs and culturally sensitive.					
3. Curriculum content and materials are aligned with federal NRS and state standards. (Tab 6 and A,NRS levels)					
4. There is evidence of: 1) lesson plans and 2) variety in instructional strategies.					
5. Credit courses are reviewed and credit to be awarded is approved by local board of education.					
B. Quality of Instruction					
1. Instruction incorporates adult learning styles.					
2. Program intensity and duration are adequate to achieve student goals and level gains.					
3. Is credit awarded for ABE courses?					
4. If credit is awarded for ABE courses, is the credit approved by the local school board?					
5. Describe the process/justification for awarding credit for ABE courses if this is a practice in your district.					
C. Professional Development for Instructors/Staff					
1. Training is in place to ensure instructors are involved in tracking and monitoring critical data/information.					
2. Instructors receive professional development at local, regional and state levels.					
3. Training is provided annually for administering appropriate assessments.					

November 2008

Utah Adult Education Evaluation

Commendations:
Recommendations and/or Corrective Action:

\

Utah Adult Education Evaluation

3. Data Quality and Measurements					
For each statement, the evaluator will indicate if the program has written evidence in place (yes/no). Based on the information received and the evidence, the evaluator will determine if it is acceptable, in progress, or needs improvement. .	YES	NO	Acceptable	In Progress	Needs Improvement
A. Data Collection and Quality					
1. Process is in place to ensure accurate/timely collection of data. (Tab 6, Data Requirements.)					
2. Student files contain all documentation pertinent to the student's education. (Tab B, Maintaining Student Records and Program Assurances, #4, 15 items.)					
3. Data is entered in an ongoing basis in 'UTopia' and is maintained in student files.					
4. Staff is assigned responsibility to ensure accurate data collection and reporting.					
B. Student Retention					
1. Process is in place to analyze appropriateness of intensity and duration of classes.					
2. Program identifies the four core objectives (obtain a job, retain a job, enter post-secondary education or training, and obtain a GED or diploma). For each enrollee, is a student SEOP developed that includes, at a minimum, a short term goal in one of the four core objectives? (Tab B)					
3. There is evidence that a follow-up survey is conducted for those with no recorded social security number (records are maintained in the student file). (Tab B)					
4. Processes are in place to provide support services and make referrals to community services.					
C. Educational Gains Based on EFL					
1. Process is in place to appropriately place students according to their Entering Functioning Level (EFL). (Tab A and B)					
2. Process is in place to appropriately post-test students after the required hours of minimum instruction. (Tab A)					

3. Data Quality and Measurements (continued)					
	YES	NO	Acceptable	In Progress	Needs Improvement
D. Measurements					
1. Assessment includes standardized and other diagnostic testing. (Tab A)					
2. Administration of pre- and post-tests is accurate and follow tests' protocol.					
3. Describe the process for securing assessment tools. (TABE, CASAS, BEST) including storage of test booklets, test forms, calculators, and scratch paper both during and outside of assessment times.					
4. Describe the process for securing tests and testing materials when proctoring a test.					
5. A sampling of student files was reviewed.					
6. Of the files reviewed, whose name appears as the "certified" person proctoring the tests?					
7. The Test of Adult Basic Education (TABE) is used as the standardized test for ABE/AHSC students.					
8. The Test of Adult Basic Education (TABE) locator is administered before a pre-test is given.					
9. The program uses levels L, E, M, D, and A of the TABE 9-10 for pre- and post-testing. (Tab A)					
10. The program administers one of the following for a complete pre-test and final post-test; Full Survey Complete Battery (Tab A)					
11. For ESOL students, the Comprehensive Adult Student Assessment System (CASAS) is used as the standardized test for English Language Learners. The CASAS oral screening (six questions) is administered first. (N/A if not using CASAS) (Tab A)					

3. Data Quality and Measurements (continued)					
	YES	NO	Acceptable	In Progress	Needs Improvement
12. After the oral screening, Form 27 is given to low literacy ESL students to determine their Entering Functioning Level (EFL). (N/A if not using CASAS)					
13. For ESOL students, the Basic English Skills Test (BEST) Literacy and BEST Plus is used as the standardized test for English Language Learners. (N/A if not using BEST)					
14. The BEST Plus (for speaking and listening) Locator is administered first. (Print-based version only.) (N/A if not using BEST.) (Tab A)					
15. The BEST Literacy test administrators are following procedures as outlined in the manual.					
16. Persons proctoring any of the state approved standardized tests are certified. (Answer sheet has signature of person administering the test.)					

Commendations:

Recommendations and/or Corrective Action:

Utah Adult Education Evaluation

4. Student Indicators					
For each statement, the evaluator will indicate if the program has written evidence in place (yes/no). Based on the information received and the evidence, the evaluator will determine if it is acceptable, in progress, or needs improvement.	YES	NO	Acceptable	In Progress	Needs Improvement
A. Student Evaluation of Services					
1. Are student comments and input considered for program improvement?					
B. Student Services					
1. Describe the process in place to provide student counseling.					
2. Program provides career development and exploration activities. How?					
3. Accommodations are made for learning differences and/or all disabilities. (Tab E)					
4. Program recognizes student achievements.					
5. Program provides appropriate adult learning environment with accessible, hazard-free facilities. (Tab E)					
6. All programs and services are open and accessible to student and staff without regard to race, color, national origin, sex, disabilities, and age as evidenced by non-discrimination statements in all public information. Promotional materials, registration, and other publications provide continuous civil rights notifications and grievance procedures (listing contact position, phone number and address).					
7. Internal access to restrooms and classrooms make programs accessible to all persons.					

Utah Adult Education Evaluation

Commendations:

Recommendations and/or Corrective Action:

Utah Adult Education Evaluation

5. Community Connections					
For each statement, the evaluator will indicate if the program has written evidence in place (yes/no). Based on the information received and the evidence, the evaluator will determine if it is acceptable, in progress, or needs improvement.	YES	NO	Acceptable	In Progress	Needs Improvement
A. Recruitment of Students					
1. Process is in place to assess local community needs based on demographic data.					
2. Marketing and recruitment efforts/methods are evident.					
B. Partnerships					
1. Contracts or memoranda of understanding exist with partnering agencies.					
2. Program is represented at State/Regional Adult Education Director/Coordinator Meetings.					
C. Sharing of Resources					
1. Process is in place to share best practices with other program directors/coordinators.					
2. Program director/coordinator attends a local DWS regional/coordinating council meeting at regular intervals.					
D. Adult Education Services at USOE					
1. Our program receives good information from USOE.					
2. What needs or services can USOE provide to better assist your program?					

Utah Adult Education Evaluation

Commendations:

Recommendations and/or Corrective Action:

Community-Based Organizations Desk Auditing/Monitoring Policy

Introduction

State and federal funding of programs ensures that adult education programs provide educational opportunities meeting the needs of adult education learners. The National Reporting System (NRS) was implemented in 2000, resulting in the states having to report to the Office of Vocation and Adult Education (OVAE) outcome data on students attending adult education programs. Outcomes include education level gains, obtainment of a GED or adult education secondary diploma, transition to a post-secondary or training program, entering employment or retaining employment. To ensure that states are assisting students in reaching their desired outcomes, states are required to annually negotiate state targets – benchmarks that programs in turn must strive to obtain demonstrating that they are assisting students in meeting with goal obtainment and success.

The rationale behind these requirements is the belief that quality programs produce good outcomes and that by focusing on these outcomes that programs will be of higher quality through effective instruction, professional development and reliable assessment. As such, good data collection and reporting procedures must be in place.

Purpose

It is the purpose of the USOE to assist programs in reaching their goals in accordance with both state and federal policy. With the advent of increased accountability requirements also comes the need for programs to demonstrate high sustainable performance. On-site program monitoring occurs every three years at a minimum. Desk auditing/monitoring ensures that Community-Based Organizations (CBOs) are providing educational opportunities that affect and increase student outcomes thus ensuring that agreed upon grant requirements are met. Results from annual desk audits will be used in determining continued performance-based funding for CBOs.

Desk monitoring is an approach to reviewing and tracking performance by using data from UTopia. Desk monitoring utilizes quantitative data, establishing trends comparing program performance over time to state standards. Since student data is entered into UTopia in a timely process, communication between state staff and programs is maintained on a regular basis regarding program performance.

Local Program Responsibilities

All programs are required to submit grant applications that specify realistic outcome target objectives that are in harmony with state federally negotiated targets. As such, it is important that grant proposals include, in specific terms, what the grantee's planned outcomes will be. These outcomes should match the state's objectives.

All programs are required to ensure that student data is entered into the state Management Information System (MIS) – known as UTopia – Utah Online Performance Information for Adult Education system. Data entered must be in a manner that meets the standards and policy established in the Utah Adult Education Policy Manual and in the UTopia User Guide.

Three education measures are assured through the desk auditing/monitoring process including:
- Student Outcome Measures – the central element of effective programs includes education level gains, GED, adult education secondary diploma, transitioning to post-secondary or training programs, as well as entering or retaining employment goals. Validating outcomes using follow-up surveys or data matching is essential for measurement.
- Data Process Measures – the collection of entering and ending data points of information (assessments, SEOP goal setting and follow-up surveys) validating intensity and rigor of program outcomes.
- Program Process Measures –the enrolment demographics, contact with a student – instruction and non-instruction contact time in addition to curriculum designed and delivered within a program to produce outcomes; the procedures and services that affect student outcomes.

Desk Auditing Process

The Utah Adult Education Desk Monitoring Tool (Appendix A) will be the measurement tool used for desk auditing/monitoring. Through the auditing/monitoring process USOE staff, assigned to each community-based program, will work with the program director for assurance that local programs have provided reasonable efforts in complying with the rules, policies and standards as compared to other Utah programs that are funded in the same manner as the program that is being audited.

34 CFR 80.43 applies not only to States but also extends to the local program level; if the local program "materially fails to comply with any term of an award whether stated in a Federal statute or regulation, an assurance, in a State plan or application, a notice of award or elsewhere, the awarding agency may do any of five things including:
- withholding cash payments until the deficiency is corrected,
- disallowing funds and matching credits for the activity,
- wholly or partly suspending or terminating the award,
- withholding further awards,
- taking other legal remedies."

Program Corrective Action
If it is determined that a program is in need of corrective action the following would occur:
- Discussion as to why there is a lack of program performance.
- Establish an agreed-upon improvement corrective action plan that includes:
    - Establish a reasonable timeframe to meet performance standard
    - Sanctions that may or may not occur if improvement and compliance with program standards are not met.
    - Provide intense state technical assistance through further desk monitoring of UTopia data through conference calls and on-site monitoring visits.

If the funding for a program is terminated after the first year of the grant, the remaining funds may be divided among currently funded grantees for the second/subsequent years. Recaptured funds would be distributed based on the number of students served by other funded programs demonstrating intensity and rigor. The funds cannot be awarded to a new grantee without a new competition.

ADULT EDUCATION DESK MONITORING

COMMUNITY-BASED PROGRAM: _____   **Date:** _____

Reviewer: _____

Rubric Summary	Points Awarded
Student Outcome Measures • **_Educational Level Completion_** – 1-10 points for a 5% - 15% increase over the projected total students completing a level (1 point for 5% and an addition point for each percentage increase up to 15%) • **_Employment Goals_** – 1-5 points for meeting or exceeding the projected goal. (1 point for meeting the goal and an additional point for each percentage increase up to 5%)	**0 - 15 points**
Data Process Measures • **_Percentage of Students Pre-tested Within 12 Hours of Enrollment_** – 1 point for 75-80%, 2 points for 81-85%, 3 points for 86-90%, 4 points for 91-95%, 5 points for 96-100% • **_Percentage of Students Completing the Goal Setting Process Within 12 Hours of Enrollment_** – 1 point for 75-80%, 2 points for 81-85%, 3 points for 86-90%, 4 points for 91-95%, 5 points for 96-100% • **_Percentage of Students Pre- and Post-tested_** (after 60 instructional contact hours) – 1 point for 75-80%, 2 points for 81-85%, 3 points for 86-90%, 4 points for 91-95%, 5 points for 96-100%	**0 - 15 points**
Program Process Measures • **_Total Enrollment_** – Meets or Exceeds Projected Enrollment – 1-5 points (1 point for meeting projected number and an additional point for each percent over the projected number up to 5 points) • **_Expenditures Per Student_** – Cost per student decreases or remains the same from the projected number (1 point for remaining the same and an additional point for every $5 saved per student up to 5 points) • **_Intensity, Duration, and Retention of Student_** – 1-5 points – Based on the projected number of level gains X 60 hours per gain / 4 quarters / number of projected students gaining a level (1 point for meeting projected numbers and an additional point for each percent over the projected number up to 5 points)	**0 - 15 points**
Total Number of Points _0 - 45 points possible_	

NEXT YEAR'S FUNDING
Foundation: maintenance of 25-39 points for each of the four reviews
Increased Funding: 40-45 points for 3 of the four quarters
Decreased Funding: 10-24 points for 2 of the four quarters
No Funding: Less than 10 points during 3 of the four quarters

Sample
Program Successful Criteria Monitoring Tool

Criteria	Points	Program Goal	Staff Responsibilities
Number of students making at least one level gain.	1 - 10 points based on exceeding projected goals	Percentages that program wants to achieve by the end of the year that exceed the state targets are: FOCUS: STATE TARGET: ESOL 1:____ ____ ESOL 2:____ ____ ESOL 3:____ ____ ESOL 4: ____ ____ ESOL 5: ____ ____ ESOL 6:____ ____ ABE 1: ____ ____ ABE 2: ____ ____ ABE 3: ____ ____ AbE4: ____ ____	Excellent teaching practices! Sound curriculum. Well formed lesson plans. Support of program tutors. Sit in with the tutors supporting our classes. Program director continue to provide tutor inservice Training. Maintenance of BEST or TABE standards. BEST recalibration.
Number of students achieving employment goals.	1 - 5 points based on meeting or exceeding projected goals.	Percentages that programs want to achieve by the end of the year that exceed the state targets are: FOCUS: STATE TARGET: % unemployed who will find a job: ____ ____ % of employed who will retain their jobs: ____ ____	Obtain as many student social security numbers for data matching purposes eliminating the need to complete student surveys. Counsel with students upon entry and as testing information is updated in UTopia to assure that short/long term goal(s) are accurate. Modify and update core goals on a regular basis.
Percentage of students pre-tested within 12 contact hours of enrollment date.	1 -5 points	____% of students that will complete pre-testing within the first 12 contact hours.	Pre-test should be completed on the first day (when the student first comes to the program). By doing so this ensures the program 5 points.
Percentage of students completing goal setting process within the first 12 contact hours.	1 – 5 points	____% of students program will enter demographic and SEOP/Goal information into UTopia within the first 12 contact hours.	Student Waiver Release form is signed when student first enters program.
Percentage of students pre- and post-tested.	1 – 5 points	____number of students who will be post-tested. NOTE: in order for a program to receive one point 75% of students must be post-tested (a measure of intensity and duration).	Retain students! Follow-up is a proven help in retaining students. Students who have two unexcused absences should be called. Assess students promptly when they have 60 instructional contact hours. Delaying testing is risking the fact that the student may leave the program without a post-test. Knowing that a student is leaving a program may decide to post-test after 40 instructional contact hours have been completed.

Total program enrollment meets or exceeds program's projections.	1 – 5 points	____ of students.	Managed enrollment: over-fill classes by a small margin to counter attrition. Restructure or close classes that are not full. Replace exiting students immediately. Reassign or eliminate staff ensuring that program is meeting the needs of the students not the needs of the staff.
Expenditures per student	1 – 5 points	Points are awarded for maintaining a stable per pupil unit cost. $_____ cost per each class. (List the amount for each class the program offers by teacher.)	See above. Should class offerings be increased or decreased? Should class times be increased or decreased?
Intensity, duration and retention	1 – 5 points	Points awarded for maintaining a program that provides sufficient instructional contact hours that students are post-tested. ____of students who will be post-tested. ____% of students who will attend 75% of instructional sessions per class per month.	Retain students! Follow-up with students who are not attending is essential. Call the student who has two unexcused absences. Attendance. The more the student attends **class(es)** the quicker he/she will have accrued 60 instructional contact hours. Contact is to be made with any student who misses ___% of classes in a given week.